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CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

Syafi'i (2015, p.103) mentioned that theoretical framework is viewed as the relevant theories related to references cited from various printed documents to provide the researcher and the readers with the alternative answer of the problem theoretically. It means that theoretical framework explains how the researcher can develop her research project based on the theory through printed document.

1. The Concept of Reading

a. Definition of Reading

Reading is the process of getting information from a written symbol or written language. In the reading process, the readers not only read written form, but also they are required to understand what they are reading. The process of understanding the text is often called reading comprehension. Reading comprehension is the ability to read text, process it and understand its meaning.

Students should practice their reading more and more, so that their reading ability and reading experience will be improved. They may find difficulty and frustrating, but if they keep practicing, they will have a good sense of English and will help them to grasp the total meaning of the words.

Another thing should be remembered in reading that students should not open a dictionary too often because it will slow down their reading rate and can make them bored. If they find the new words, they should try to guess the meanings by trying to find out any clue words according to the context in the passages.

There are a lot of definitions of reading. Linguists give definitions about reading, their opinions about reading vary. Some of them say reading is the process to get, to understand, to catch the content of the reading. Besides, reading is a process to understand a written text which means extracting the required information from it as efficiently as possible.

Reading is making meaning from print and from visual information. Rosenblatt (2005: p. 19) in Alfitri (2012: p. 14) developed a theory of reading as a transaction of the reader, the text, and the intention of the author. Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.

The statements above show the various definitions of reading, they mean generally. Reading means a complex process of thinking in assigning meaning from printed materials which involve most of the reader's intellectual act such as pronunciation and comprehension in order to receive ideas or information extended by the text. It can be seen that reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word or line to line to understand what we

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read. It means that reading is a process to understand the text content and to get information.

Based on the explanation above, the researcher conclude that reading comprehension is the ability to write connected text quickly, accurately, with expression for being successful in writing ability.

b. Reading Comprehension

Jannette (2007, p.2) states that reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word reading, word knowledge and fluency. It means a process or product of understanding the text in order to get information and the meaning of the text. In this research, the reading comprehension refers to the students' ability to understand about what they read.

There are five components of reading in Alfitri that may help students comprehend a reading text:

a. Main idea

Main idea is what the author wants you know about the topic. Identifying the topic can generally helps reader understand the main idea. It is usually expressed as complete thoughts, and indicates the author's reason or purpose for writing and the message he or she wants to share with readers. The idea will be explained by supporting sentences. Supporting sentences/details can be defined as sentence that explains the main idea. It can take form of example, reasons, statistics, explanation, or simply relevant information. They are provided in order that all content of the text can be understood easily.

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b. Factual Information

Readers should be able to recognize the factual or certain information in details such as person, reason, and comparison. The factual information questions are preceded by HW-Questions. So, a good reader is one who answers the questions correctly.

c. Locating Reference

Readers should be able to recognize or find antecedent of a pronoun, a word or phrase to which pronoun refers. The pronoun is such as it, them, him, her, etc. Finding a correct reference can be done by a good reader who comprehends the paragraph.

d. Making Inference

The problem including in the test of English as a foreign language is making inferences. In this question types, readers need to use the evidence that they have to make an inference. It means that after they have evidence from reading a passage, they can make a logical conclusion based on evidences; it can be about the author's viewpoint.

e. Vocabulary mastery

Vocabulary mastery plays an important role in comprehending a text. Reader will be helped by their vocabulary mastery in getting the meaning and comprehending the text.

In addition, in comprehending a text we need strategies. Reading comprehension strategies are tools that proficient readers use to solve the

comprehension problems they encounter in texts. Moreillon (2005: p. 19) divides reading comprehension strategies, they are:

1) Activating background knowledge

Background knowledge is important to comprehension, it is critical because we connect new information with prior knowledge before we integrate and organize the new information. Like the Elephant's tail, background knowledge is always behind us backing up our comprehension. It is the sum of the prior experiences we bring to each new encounter with text.

Rosenblatt developed a theory of reading as a transaction among the reader, the text, and the intention of the author. She stated that each reader brings his own feelings, personality, and experiences to the text and that each reader is different each time he revisits a particular text. Background knowledge is what the reader brings to the reading event.

2) Using sensory images

Sensory images are part of the background knowledge readers bring to a text. Helping students utilize all their sense as they read text supports their comprehension. Sensory images also have the potential to increase reader's enjoyment and memory of their literary experiences. Educators can add sensory input to literary engagements to dramatize the powerful influence of our senses on meaning-making.

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3) Making predictions inference

Predictions are educated guesses about what will happen next based on what is known from reading the text; prediction can also involve reader's background knowledge. Inferences require that readers go beyond literal meaning; they use the print and illustrations plus their prior knowledge and experience to interpret the text. Through these processes reader find clues or connecting points, make predictions or inferences, and draw conclusions. The conclusions or interpretations are a critical part of reading comprehension. Readers who make predictions and inferences before, during, and after they read are actively engaged in the meaning-making process.

Inference, which allows readers to make their own meanings based on limited clues in the text, requires more sophistication than doing prediction. Inferring meaning at the word level requires a significant amount of language experiences.

Predicting and inferring before, during, and after reading are comprehension strategies that can appeal to readers' sense of adventure and challenge.

4) Determining main ideas

Main ideas are always dependent on the purpose of a reading. Main ideas can be determined at the whole text, chapter, page, passage, paragraph, or sentence (word) level. Determining the main idea may be one of the most valuable strategies at 21-st century reader can develop.

Sorting out what is important in the deluge of information is the key to making sense and using information to generate knowledge. This is a complex process. Main ideas are always dependent on the purpose for reading and the judgment of the reader.

5) Using fix-up option

Using the fix-up strategy is one of the important tools. Students can develop to improve reading comprehension. Fix-up options are only as effective as readers' ability to monitor their own understanding of texts.

Based on the explanation above, it can be known that a good reader will understand the text by mastering all components of reading. They should master the main idea and supporting ideas, identify inference and tell the information.

2. The Nature of Writing Recount Paragraph

Writing is a combination of thought and activity. In writing, the writer has to select and organize the fact in order to carry out a specific purpose and he himself must undergo the intense mental activity involved in working out his own problems of selecting and organizing in writing. Writing is a complex, multidimensional, contextually situated activity.

There are a lot of kinds of texts that can be found in a textbook such as description, narration, exposition, persuasion, argumentation, etc. In this research, the researcher only discussed about recount text.

Grenville (2001: p. 1-2) say that in writing, you also need to focus the purpose and audience of writing. The purposes of writing are as follows:

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a. To inform

The writer generally explains or describes an idea, a process, an event, a belief, a person, a place or thing to give information. The writer also gives the facts and explains its causes.

b. To Persuade

A writer tries to change the audience or behave differently. In this sense, the writer appeals to the readers' logic or emotion

c. To Entertain

The writer gives some efforts to make the reader laughed, smiled, fascinated, surprised or even angry.

Based on the purposes stated by Grenville above, the researcher concludes that the writing we make should inform something to its readers. In addition, the writing is hoped that it can influence the reader's mind. In this case, it can persuade or entertain them.

In producing good writing, we must master five aspects of writing. Hughes (2003: p. 101) divides them into 5 categories.

1. Grammar. The writers must have an ability to think creatively to develop their ideas. Few (if any) noticeable errors of grammar or word order.
2. Vocabulary. The writers have a lot of words and idioms to convey intended information, attitudes and feelings.
3. Mechanics. The writers are able to write in good spelling, punctuation, capitalization, and paragraphing.

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4. Style and case of communication. Communication is often impaired by completely inappropriate or misused structures or vocabulary items.
5. Form (organization). Lack of organization so severe that communication is seriously impaired.

In process of writing, there are some techniques that can be used to develop it. Langan (2007: p. 173) divides four techniques that can be used to develop writing.

1. Brainstorming,

In this stage the teacher will ask students about ideas they want to write.

2. Free writing

Pre-writing is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started.

3. Making list

In this stage, the students will generate details as possible to write.

4. Preparing a scratch outline

In this stage, students think the exact items that support their writing.

3. Recount Paragraph Writing

Recount is a report of event or activity in the past. Recount as a one of `the factual texts can be about familiar and everyday things or events. It is to inform or to entertain the readers. A recount text consists of following structure: orientation, record of events, and reorientation.

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a. Orientation

This stage usually presents the background information that is needed to understand the text. It is the starting point or the introduction in which the writer introduces the participants involved in the event, when and where it happened.

b. Record of events

This stage is actually the main point of a recount. Everything happened in the event is presented one after another in a chronological sequence.

c. Reorientation

Re-orientation that rounds of the sequence of events.

According to Modul English 6 K (p. 29) generic features of recount are:

1. The use of nouns and pronouns to identify people, animals or things involved;
2. The use of action verb refers to events;
3. The use of past tense locates events in relation to writer's time;
4. The use of conjunction and time connectives to sequence the events;
5. The use of adverb and adverbial phrase to indicate place and time;
6. The use of adjectives to describe nouns.

d. The purpose of recount paragraph

Recounts tell what happened. The purpose of a recount is to document a series of events and evaluate their significance in some way.

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The purpose of the literacy or story recount is to tell a sequence of events so that it entertains. The story recount has expression of attitude and feeling, usually made by the narrator about the events.

B. Relationship between Reading Comprehension and the Ability in Writing Recount Paragraph

Writing a recount paragraph means a piece of text that retells past events, which is usually told in order in which they happened. Reading a variety of genres helps students learn text structures and language that they can then transfer to their own writing. Krashen in Reid says that good readers are often good writers. Better writers will read more than poorer writers. One of the primary reasons that we read is to learn. Especially while we are still in school, a major portion of what we know comes from the texts we read. Since writing is the act of transmitting knowledge in print, we must have information to share before we can write it. The four language domains of listening, speaking, reading and writing are integrated. Development in one supports development in another²¹. Therefore, reading plays a major role in writing.

According to Rijlaarsdam (2005: p. 40), reading nourishes writing. Reading provides students models for the structure of sentences and paragraphs, vocabularies, and suggests an appropriate topic and content for them when writing a recount paragraph. In addition, reading provides students with prior knowledge that they can use in their stories. Clearly, Students learn to write in part by carefully observing what is already written. That is, they

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learn by observing or reading, the written word. By reading and studying a variety of types of text, students can gain important insight both about how they should write and about subject matter that may become the topic of their writing. Comprehension involves retention and the more rhetorical process of putting new knowledge to use in speaking and writing. It means that comprehension gives contribution to writing ability.

C. The Relevant Research

This research is relevant to several researches that had been conducted before. In conducting the research, the researcher took some relevant researches that had been investigated by previous researchers.

1. Yuli Myra has conducted a research entitled “*The Correlation between Reading Frequency and Writing Performance at the First Year of English Study Program of FKIP of Islamic University of Riau*”. The subject of this research was the first year of English Study Program of FKIP of Islamic University of Riau; whereas, the objects of this research were students’ Reading Frequency and Writing Performance at the First Year of English Study Program of FKIP of Islamic University of Riau. Her research findings showed that there was no significant relationship between students’ reading frequency and their writing performance.
2. A research was conducted by Herlina Haflar (2008) entitled “*A Correlation between Students’ Grammar Achievement and Their Ability in Writing at the Third Year Students of (Madrasah Tsanawiyah Negeri) MTSN Pekanbaru*”. In this research the writer focused on the tenses

(present tense, simple past tense, and simple future tense) and short paragraph writing ability. In analyzing the data, she used SPSS version 16.0. In her research, hypothesis null was accepted because the score of correlation coefficient obtained (0.246) was smaller than the value at both significance level of 5% (0.273) and 1% (0.354). It means that, there is no correlation between students' grammar achievement and students' ability in writing short paragraph.

In the second research, the writer gets information that the correlational study always gives the new information about research. It can be seen from the research finding from second researcher that she did not find the correlation between grammar mastery and writing ability in short paragraph, even though in the theory, grammar is one of the assessments to measure the writing.

Actually, this research is different from those researches because both topics are still general. In this research, the writer limits it to reading comprehension and ability in writing recount paragraph. Therefore, the writer is interested in discussing topic about correlation between student' reading comprehension and their ability in writing recount paragraph.

D. The Operational Concept

The operational concept is the concept used to give the limitation to the theoretical framework in order to avoid misunderstanding and misinterpretation in this research. In carrying out this research, it is necessary to clarify briefly the variables used in analyzing the data. There are two

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variables used in this research, they are; students' reading comprehension of recount as variable X (independent variable) and the students' ability in writing a recount paragraph as variable Y (dependent variable). The students' reading comprehension can be seen in the following indicators:

- a) Students are able to understand the words meaning of the story in recount paragraph.
- b) Students are able to understand the topic of the story in recount paragraph.
- c) Students are able to identify reference
- d) Students are able to identify inference
- e) Students are able to identify the events of the story in recount paragraph.

The students' ability in writing a recount text can be seen in the following indicators (Hughes: 2003) :

- a. The students are able to express their ideas into written form in a good grammar.
- b. The students are able to use vocabulary appropriately.
- c. The students are able to use spelling and punctuation correctly.
- d. The students are able to use structure appropriately.
- e. The students are able to write organization of the text coherently.

E. Assumption and Hypothesis

1. Assumption

In this research, the researcher assumes that the result of this research shows there is a significant correlation between students' reading comprehension and their ability in writing recount paragraph at the eight grade at SMPN 1 Kampar.

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2. Hypothesis

H_a: There is a significant correlation between students' reading comprehension and their ability in writing a recount paragraph at the eighth grade students of SMPN 1 Kampar.

H_o: There is no significant correlation between students' reading comprehension and their ability in writing a recount paragraph at the eighth grade of SMPN 1 Kampar.

